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ABSTRACT

This paper outlines the seventh-grade developmental reading program at Finn Hill Junior High School in Kirkland, Washington. The program format is discussed, as well as the operation of the program, the directed reading and follow-up activities, library and free reading time, the reading laboratory, record keeping and grading, and advantages and disadvantages of the program. The results of the 1975-1976 program are considered, and graphs which indicate pretest and posttest reading levels are included. Among the attachments are a weekly schedule, a list of instructional content areas and activities, course evaluation results, a list of frequently used instructional materials, and a floor plan. (LL)

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240 STUDENTS AND 1 AND 3/5 TEACHERS -

A JUNIOR HIGH DEVELOPMENTAL READING PROGRAM

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240 Students and 1 and 3/5 Teachers - A Junior High Developmental Reading Program

INTRODUCTION

Based upon the assumptions 1) that a complete Language Arts program includes instruction in reading, writing, listening, and speaking, 2) that limitations of personnel, time, materials, and facilities are placed upon instructional programs, 3) that instructional programs must function within these limitations, and 4) that continued instruction in reading is necessary on the Junior High level for all students, the following Language Arts program was developed by the Language Arts faculty to meet the individual needs of the 850 seventh, eighth and ninth graders at Finn Hill Junior High School, Lake Washington School District #414, Kirkland, Washington.

Each student is required one period of Language Arts each semester during his Junior High experience. Since Language Arts is such an "all inclusive" type of course, it was decided to require developmental reading on the seventh grade level, composition (including grammar) and media on the eighth grade level, and literature and speech (including drama) on the ninth level. During that period of time, the faculty would diagnose the child's instructional level and progress as far as time allows in that academic area.

This paper will outline the seventh grade Developmental Reading program.

SEVENTH GRADE DEVELOPMENTAL READING PROGRAM

Program Format

Approximately 240 seventh grade students with reading levels from 3.0 to 16.0 participate in the Developmental Reading classes. Eight (8) heterogeneously mixed sections are scheduled with an average of thirty (30) students per section. Arlene Alton is assigned five sections of Developmental Reading; and Roger Long is assigned the remaining three sections. The District provided Carol Richards as a full-time teacher-aide to work in the lab under the supervision of the two teachers.

All planning is completed by the team. Both teachers teach the same content areas simultaneously so that the teacher-aide can manage a larger number of students in the lab.

The fifty-five (55) minute class period is divided into two parts; the first fifteen minutes are used as a large group instructional period, and the last 35 minutes are used for small group instruction.

The purposes of the large group activity are: 1) to provide a time for the students to become acquainted with each other and to establish class rapport and spirit, 2) to allow students to be involved in a heterogeneous group situation, 3) to conduct school and class business, announcements, etc., and 4) to provide a variety of activities for motivation.

The last 35 minutes of the period are used for small group and individualized instruction. The purposes for small groups are: 1) to provide more personal contact between the child and teacher, 2) to provide instruction on a more appropriate level of sophistication, 3) to help the child use both supervised and non-supervised time advantageously, and 4) to make the most efficient use of certified and non-certified personnel.

The class of 30 students is divided into five groups with approximately six (6) students per group. The group assignments are determined using various test results (Iowa Silent Reading Test) and teacher recommendations, and the students are grouped according to their reading abilities.

A weekly schedule is established for the small group instructional program. Each student's schedule includes one period for each of the following activities: Directed Reading, Follow-Up, Library, and two Laboratory periods. The Directed Reading and the Follow-Up are under the guidance of the teacher. The lab periods are supervised by the Teacher-Aide. (See Attachment #1)

A typical day's schedule would be as follows:

Operation of Program

On Tuesday Mrs. Alton would have Group 'A' for Directed Reading, Group 'B' for Follow-Up, and Group 'D' for Library or Free Reading, totaling about 18 students. Mr. Long would have the same groups for the same type of instruction. Mrs. Richards would have both 'E' groups for a self-directed activity such as R.F.U. lessons, and both 'C' groups for a self-directed vocabulary exercise, totaling about 24 students.

A wide variety of activities are provided in both the large group and small group instructional situations. (See Attachment #2)

Directed Reading and Follow-Up Activities -

For better instruction and more efficient preparation, the Directed Reading instruction and the Follow-Up activities for each group are usually structured around the same content area. For example, throughout the week's schedule, each group may work on "Dictionary Skills", but each group's instruction and activities will be on its appropriate level of sophistication.

Library and Free Reading -

Each week the student has one period to read from a book of his own selection, to do word puzzles, to do other "fun" type activities, or to complete any make-up assignments. The children are required to bring a book to class each day to read in case they complete the assignment before the end of

the period. During this period library passes are issued by the Aide to those students who need to renew their books or return and check out new books.

Reading Laboratory -

The two periods in the lab are supervised by a Teacher-Aide. The students' assignments are administered and monitored by the Aide. The assignments are usually self-directed activities which the children can check for immediate feedback.

Record Keeping and Grading -

Folders are issued to each student at the beginning of the year and are kept in the classroom. Standardized answer sheets were devised for each major lab assignment. These record sheets and other assignments are kept in the student folders and examined periodically by the teacher.

Letter grades are assigned at the conclusion of each quarter. Evaluations are based upon the number of assignments completed and participation in class. The teacher and the Teacher-Aide confer on the child's progress, and the quarter grade is then determined by the teacher.

Advantages and Disadvantages of Program -

The teachers identified the strengths of the program as: 1) it allowed for individualized instruction and individual difference as each group was made up of five to seven students with similar reading strengths and weaknesses, 2) the directed reading instruction could be more personal as the number of students involved in each session was limited, and 3) the follow-up activities which were self-directed type of activities were supervised and monitored by the Aide, allowing the teacher time to work more personally with the Directed Reading groups. Although the repetitious weekly schedule required additional teacher effort to avoid monotony, it was felt that it did provide stability for the students and increased their

confidence in their own abilities to succeed. Another advantage was that it allowed students of all ability levels to participate in heterogeneous classes, providing social and emotional advantages for each child.

Disadvantages of this program were fewer. One was that paper grading and record keeping were extremely time consuming and a more adequate system needs to be devised or additional adult personnel provided. Another weakness was that remedial students do not receive sufficient personal instruction as some had difficulty using the follow-up sessions advantageously without the constant supervision of the teacher.

Students evaluation included many positive comments. Students identified specific activities which were valuable experiences. They enjoyed the small group instructional approach, the variety of activities provided, and felt the lessons were on their level on instruction and competency. Many stated that they "really got to know the teacher" this year. Many students indicated the repetitious weekly schedule provided for good instruction and security.

However, the most frequent negative comment concerned the repetitious weekly schedule. A few students felt the repetition was boring and that more variety should have been included. On the other hand, a few students felt there was too much variety provided and it was difficult to "keep track of everything".

Results of the 1975-76 Program -

A total of 238 students participated in the 1975-76 developmental reading program. Seventeen (17) new students were enrolled throughout the year, and fifteen (15) students were withdrawn. A total of 207 students completed the program, and the following analysis is based upon those 207 students.

The entering and exiting reading levels of the seventh grade students (1975-76) were identified using the Iowa

Program Results (Continued)

Silent Reading tests, Forms Am and Bm. 50.7 percent of the entering students read below grade level; 15.4 percent of entering seventh graders read at grade level; and 33.9 percent of entering seventh graders read above grade level. (See Attachment #3), Entering and Exiting Reading Levels, 1975-76) for a complete analysis of the pretest and post-test results.

Post-tests results indicated the following changes:

20.8 percent of the students were reading below grade level; 10.6 percent were reading at grade level; and 68.6 percent were reading above grade level.

Attachment #4 (Student Achievement in Reading, 1975-76) reports the achievement of the children involved in the program. Expectations for a successful student in this program were one full year (1.0) of growth or acheivement. 77.3 percent of the students reflected an achievement of 1.0 or more.

Subjective evaluations included student questionnaires and faculty evaluations. Attachment #5 indicates the results of the student questionnaires. The over-all results of this survey reflect a positive reaction by the students to the program.

Comparison of the 1974-75 large group program with the 1975-76 small group instructional program supports the improvement of instruction of the small group program and its continuation. (See Attachment #6 for details of this comparison)

In conclusion, considering the large number of students enrolled, the wide variety of student achievement levels, the limited number of certificated teachers involved, and the lack of remedial assistance provided, it was determined that the strengths outnumbered the weaknesses of the program and was recommended that the program be concintued at Finn Hill Junior High School.

WEEKLY SCHEDULE

	LAB	DIRECTED READING	Follow-up	LAB	LIBRARY
MON.	A	B	C	D	E
TUES.	E	A	B	C	D
WED.	D	E	A	B	C
THUR.	C	D	E	A	B
FRI.	B	C	D	E	A

ATTACHMENT #2

INSTRUCTIONAL CONTENT AREAS AND ACTIVITIES

THE FOLLOWING ARE PARTIAL LISTS OF INSTRUCTIONAL CONTENT AREAS AND ACTIVITIES FOR EACH OF THE FIVE GROUPS.

LARGE GROUP (FIRST 15-20 MINUTES)

1. RATE IMPROVEMENT
2. SPELLING INSTRUCTION
3. HAND-WRITING PRACTICE
4. ORAL READING OF PLAYS AND POETRY
5. ORAL READING TO CLASS BY TEACHER
6. DICTIONARY STUDY
7. VOCABULARY AND SPELLING GAMES
8. NOVEL

DIRECTED READING AND FOLLOW-UP

1. READING FOR MAIN IDEA
2. READING FOR DETAILS
3. DRAWING CONCLUSIONS
4. READING IN THE CONTENT AREAS (SCIENCE, MATH, SOCIAL STUDIES AND LITERATURE)
5. SKIMMING AND SCANNING
6. RATE OF READING
7. DICTIONARY AND REFERENCE BOOKS
8. VOCABULARY (PREFIX, SUFFICES)
9. OUTLINING
10. NOVEL

READING LABORATORY

1. TEACHER PREPARED STUDY GUIDES AND WORK SHEETS OVER SPECIFIC TOPICS.
2. READING FOR UNDERSTANDING (R.F.U.)
3. STANDARD TEST LESSONS IN READING
4. S.R.A. READING LABS, RATE BUILDERS
5. S.R.A. VOCABULAB

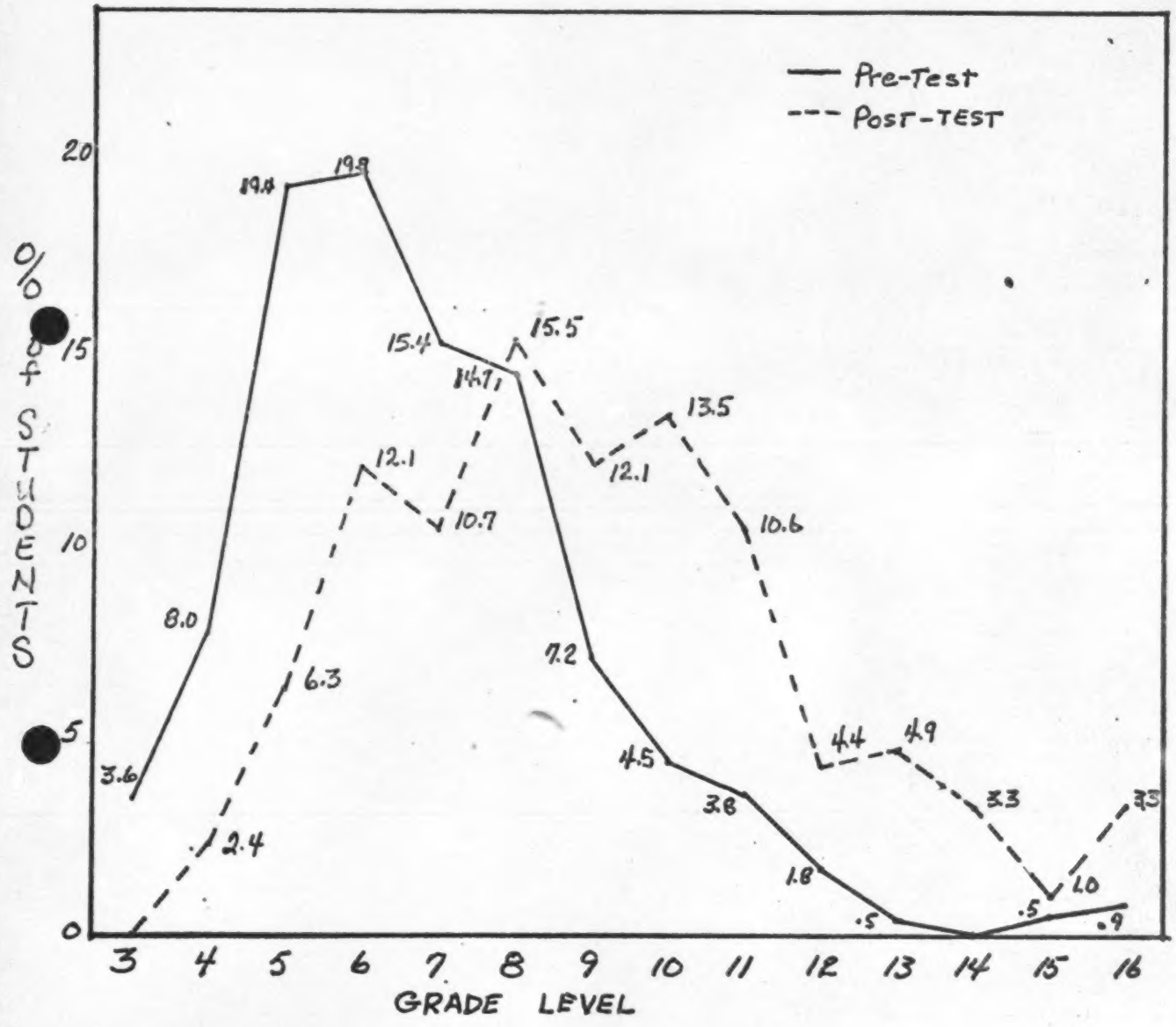
ATTACHMENT #2 CONTINUED -

6. SPECIFIC SKILLS SERVICE
7. WORD PUZZLES
8. READING SKILL FILE
9. TEST LESSONS IN READING REASONING
10. THINKLAB KIT
11. READER'S WORKSHOP KIT II

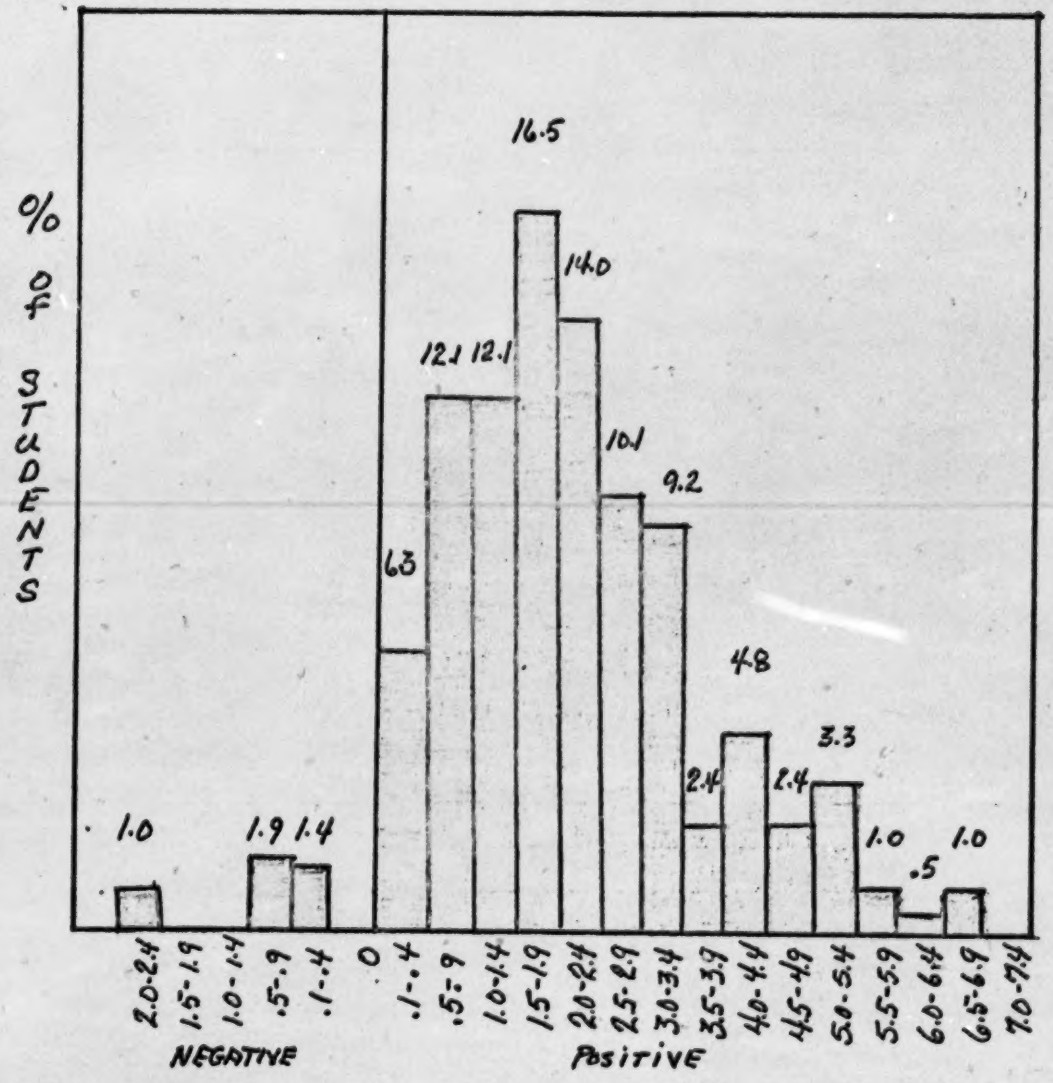
LIBRARY

1. FREE READING
2. LIBRARY CHECK-OUT
3. WORD PUZZLES AND GAMES
4. COMPLETION OF MAKE-UP ASSIGNMENTS

ENTERING AND EXIT READING LEVELS
1975 - 1976



STUDENT ACHIEVEMENT IN READING
1975 - 1976



ATTACHMENT #5

COURSE EVALUATION OR "SPEAK OUT"

Please circle the number that you feel best describes each of the following:

	Poor		Fair		Good		Very Good		Excellent	
I Materials										
1. Vocabulab	1	10	2	53	3	54	4	16	5	4
2. Reader's Workshop	1	11	2	30	3	68	4	20	5	5
3. R.F.U.	1	7	2	32	3	42	4	33	5	22
4. Rate Builders	1	10	2	43	3	54	4	19	5	5
5. McGraw-Hill Vocabulary Book	1	16	2	37	3	49	4	31	5	2
6. McCall-Crabbs Standard Test Lessons in Reading	1	11	2	36	3	40	4	34	5	15
7. Reading Comprehension Series	1	9	2	38	3	51	4	28	5	10
8. Be A Better Reader series	1	13	2	30	3	43	4	34	5	14
9. Thinklab	1	14	2	25	3	37	4	24	5	8
10. The Spell of Words	1	12	2	32	3	36	4	29	5	21
11. Dictionary	1	11	2	40	3	27	4	37	5	21
12. Synonyms/Antonyms/Homonyms	1	11	2	21	3	46	4	32	5	26
13. Barnell/Loft series, Getting the Main Idea, Using the Context, Locating Answers	1	10	2	31	3	34	4	29	5	13
14. Skillpacers	1	13	2	24	3	44	4	28	5	10
II Subject Matter										
1. Spelling	1	9	2	24	3	36	4	38	5	32
2. Handwriting	1	11	2	20	3	37	4	46	5	25
3. Reading in the Content Areas (Social Studies, Math, Science)	1	9	2	24	3	24	4	44	5	38
4. Improving Reading Speed	1	9	2	24	3	24	4	44	5	38
5. Roots/Prefixes/Suffixes	1	10	2	19	3	55	4	32	5	23

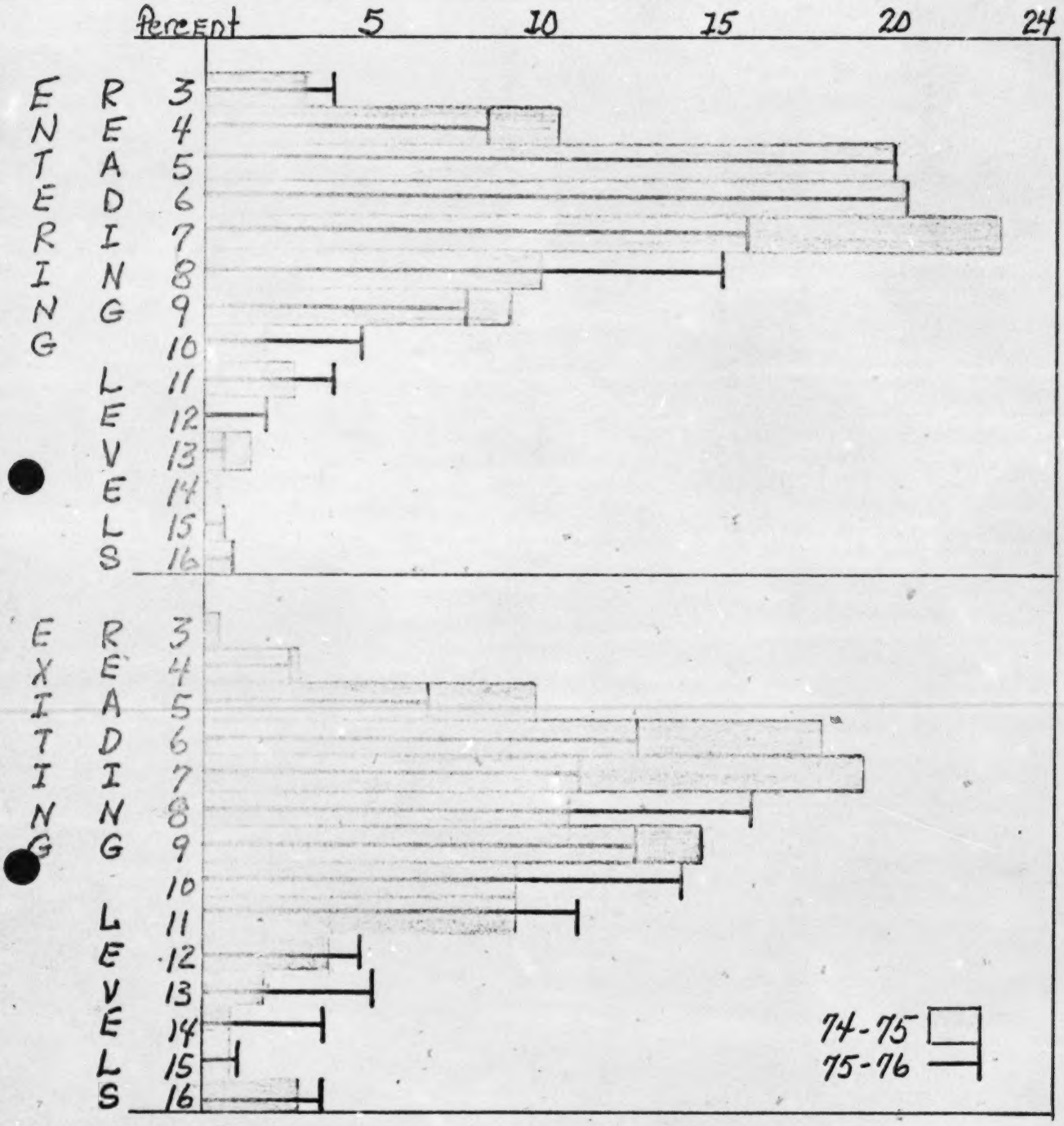
ATTACHMENT #5 (CONTINUED)

Course Evaluation or "Speak out"	Poor	Fair	Good	Very Good	Excellent
6. Vocabulary Development	1 8	2 40	3 53	4 24	5 5
7. Word Parking Lots	1 7	2 16	3 38	4 39	5 40
8. Synonyms and Antonyms	1 12	2 20	3 52	4 38	5 19
9. Dictionary Usage	1 11	2 47	3 36	4 31	5 15
10. Main Idea study	1 16	2 35	3 52	4 22	5 12
11. SQ3R	1 9	2 43	3 35	4 28	5 12
12. Language Study Unit	1 19	2 39	3 42	4 20	5 12

III Teaching Organization

1. How do you feel about doing class work in groups?	1 8	2 23	3 34	4 34	5 46
2. How do you feel about rotating activities on a weekly basis?	1 6	2 17	3 22	4 45	5 52
3. Do you feel the teacher gave you enough time and personal attention?	1 9	2 20	3 38	4 40	5 34
4. Do you feel that the group you were assigned to was the "right" group for you to learn in?	1 10	2 9	3 34	4 39	5 48
5. Do you feel the Directed Reading periods were helpful?	1 9	2 20	3 46	4 36	5 27
6. Do you feel the Follow-Up periods were helpful to your learning?	1 11	2 29	3 32	4 39	5 28
7. Do you feel the Reading Lab work was helpful to your learning?	1 9	2 20	3 46	4 35	5 23
8. Were library/free reading periods well spent?	1 9	2 13	3 16	4 25	5 79

COMPARISON OF 1974-75 1975-76 ENTERING AND EXITING READING LEVELS



ATTACHMENT #6

ATTACHMENT #7

FREQUENTLY USED INSTRUCTIONAL MATERIALS

TITLE	AUTHOR	PUBLISHER
Reading Comprehension In Varied Subject Matter	Jane Irwin	Educational Publish. Service
Spectrum Wordpak		Perfection Form Co.
Readable Handwriting	Parker	Zaner-Bloser Company
Rapid Reading	Herrick	G & C Merriam Co.
Specific Skills Series	Boning	Barnell Loft, Ltd.
Standard Test Lessons In Reading	McCall-Crabb	Teachers' College Columbia Press
Standard Test Lessons In Reading Reasoning	McCall-Smith	Teachers' College Columbia Press
Webster's Student Dictionary		G & C Merriam Co.
Spellbound	Elsie Rak	Educational Publishers Service
Spell of Words	Elsie Rak	Educational Publishers Service
Be A Better Reader Series	N.B. Smith	Prentice-Hall
How To Improve Your Reading	Witty	Science Research Assoc.
How To Read Your Newspaper	Smith	Harcourt, Brace, & Jan
Old Yeller	Gipson	Scholastic Book Service
Stanford-McGraw Vocabulary Series		McGraw-Hill Co.
Tom Sawyer	Twain	Houghton-Mifflin
Basic Reading Skills	Monroe	Scott Foresman

ATTACHMENT #7 (CONTINUED)

TITLE	AUTHOR	PUBLISHER
FUNDAMENTALS OF SPELLING	LEAHY	KENNETH PUBLISHING COMPANY
READING SKILL FILE		READING LABORATORY, INC.
THINKLAB KIT	WEBSTER	SCIENCE RESEARCH ASSOC.
MAP AND GLOBE SKILLS KIT	NASLAND & BROWN	S.R.A.
READER'S WORKSHOP KIT I - II		READER'S DIGEST
SKILL PACERS		RANDOM HOUSE
VOCABULAB III		S.R.A.
READING FOR UNDERSTANDING (RFU) (JR. & SR. EDITIONS)		S.R.A.
READING LAB KITS A,B,C		ADDISON WESLEY
READING LAB IIC, IIIB, IVA		S.R.A.

ATTACHMENT #8

FLOOR PLAN FOR DEVELOPMENTAL READING CLASSES